

TYPES OF COMMUNICATIVE COMPETENCE

Table 1. Suggested Components of Discourse Competence

COHESION
- Reference (<i>anaphora, cataphora</i>)
- Substitution/ellipsis
- Conjunction
- Lexical chains (related to content schemata), parallel structure
DEIXIS
- Personal (pronouns)
- Spatial (<i>here, there; this, that</i>)
- Temporal (<i>now, then; before, after</i>)
- Textual (<i>the following chart; the example above</i>)
COHERENCE
- Organized expression and interpretation of content and purpose (content schemata)
- Thematization and staging (theme-rheme development)
- Management of old and new information
- Propositional structures and their organizational sequences
- temporal, spatial, cause-effect, condition-result , etc.
- Temporal continuity/shift (sequence of tenses)
GENRE/GENERIC STRUCTURE (formal schemata)
- narrative, interview, service encounter, research report, sermon, etc.
CONVERSATIONAL STRUCTURE (inherent to the turn-taking system in conversation but may extend to a variety of oral genres)
- How to perform openings & reopenings
- Topic establishment & change
- How to hold & relinquish the floor
- How to interrupt
- How to collaborate & backchannel
- How to do preclosings and closings
- Adjacency pairs (related to actional competence)
- first and second pair parts (knowing preferred and dispreferred responses)

bit.ly/startalk20

Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied Linguistics*, 6(2), 5-35.

https://pdfs.semanticscholar.org/42af/58608a62010362d962a32d841bc6f04aaf20.pdf?_ga=2.252435401.1596772606.1581136164-602346705.1581136164

<http://bit.ly/languagekillinventory>

Table 4. Suggested Components of Sociocultural Competence

SOCIAL CONTEXTUAL FACTORS
- Participant variables
- age , gender, office and status, social distance, relations (power and affective)
- Situational variables
- time, place, social situation
STylistic APPROPRIATENESS FACTORS
- Politeness conventions and strategies
- Stylistic variation
- degrees of formality
- field-specific registers
CULTURAL FACTORS
- Sociocultural background knowledge of the target language community
- living conditions (way of living, living standards); social and institutional structure; social conventions and rituals; major values, beliefs, and norms; taboo topics; historical background ; cultural aspects including literature and arts
- Awareness of major dialect or regional differences
- Cross-cultural awareness
- differences; similarities; strategies for cross-cultural communication
NON-VERBAL COMMUNICATIVE FACTORS
- Kinetic factors (body language)
- discourse controlling behaviors (non-verbal turn-taking signals)
- backchannel behaviors
- affective markers (facial expressions), gestures, eye contact
- Proxemic factors (use of space)
- Haptic factors (touching)
- Paralinguistic factors
- acoustical sounds, nonvocal noises
- Silence

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Table 3. Suggested Components of Actional Competence

KNOWLEDGE OF LANGUAGE FUNCTIONS

- **INTERPERSONAL EXCHANGE**
 - Greeting and **leavetaking**
 - Making introductions, identifying oneself
 - Extending, accepting and declining invitations and offers
 - Making and breaking engagements
 - Expressing and acknowledging gratitude
 - Complimenting and congratulating
 - Reacting to the interlocutor's speech
 - showing attention, **interest**, surprise, sympathy, happiness, disbelief, disappointment
- **INFORMATION**
 - Asking for and giving information
 - Reporting (describing and narrating)
 - Remembering
 - Explaining and discussing
- **OPINIONS**
 - Expressing and **finding** out about opinions and attitudes
 - Agreeing and disagreeing
 - Approving and disapproving
 - Showing satisfaction and dissatisfaction
- **FEELINGS**
 - Expressing and finding out about feelings
 - love, happiness, sadness, pleasure, anxiety, anger, embarrassment, pain, relief, fear,
 - annoyance, surprise, etc.
- **SUASION**
 - Suggesting, requesting and instructing
 - Giving **orders**, advising and warning
 - Persuading, encouraging and discouraging
 - Asking for, granting and withholding permission
- **PROBLEMS**
 - Complaining and criticizing
 - Blaming and accusing
 - Admitting and denying
 - Regretting
 - Apologizing and forgiving
- **FUTURE SCENARIOS**
 - Expressing and finding out about wishes, hopes, and desires
 - Expressing and eliciting plans, goals, and intentions
 - Promising
 - Predicting and speculating
 - Discussing possibilities and capabilities of doing something

KNOWLEDGE OF SPEECH ACT SETS

Note: This table is for oral language; » parallel list of specifications is needed for written language—perhaps labeled 'rhetorical competence'.

Table 5. Suggested Components of Strategic Competence

AVOIDANCE or REDUCTION STRATEGIES

- **Message** replacement
 - Topic avoidance
 - Message abandonment
- ### ACHIEVEMENT or COMPENSATORY STRATEGIES
- Circumlocution (e.g., *the thing you open bottles with for corkscrew*)
 - Approximation (e.g., *fish for carp*)
 - All-purpose words (e.g., **thingy, thingamajig**)
 - Non-linguistic means (mime, pointing, gestures, drawing pictures)
 - Restructuring (e.g., *The bus was very... there were a lot of people on it*)
 - Word-coinage (e.g., **vegetarianist**)
 - Literal translation from L1
 - **Foreignizing** (e.g., L1 word with L2 pronunciation)
 - Code switching to L1 or L3
 - Retrieval (e.g., *bro... bron... bronze*)
- ### STALLING or TIME-GAINING STRATEGIES
- Fillers, hesitation devices and gambits (e.g., **well, actually...**, *where was I...?*)
 - Self and other-repetition
- ### SELF-MONITORING STRATEGIES
- Self-initiated repair (e.g., *I mean...*)
 - **Self-rephrasing (over-elaboration)** (e.g., *This is for students... pupils... when you're at school...*)
- ### INTERACTIONAL STRATEGIES
- Appeals for help
 - direct (e.g., *What do you call...?*)
 - indirect (e.g., *I don't know the word in English... or puzzled expression*)
 - Meaning negotiation **strategies**
 - **Indicators of non/mis-understanding**
 - requests
 - repetition requests (e.g., *Pardon?* or *Could you say that again please?*)
 - clarification requests (e.g., *What do you mean by...?*)
 - **confirmation** requests (e.g., *Did you say...?*)
 - expressions of non-understanding
 - verbal (e.g., *Sorry, I'm not sure I understand...*)
 - non-verbal (raised eyebrows, blank look)
- ### Responses
- interpretive summary (e.g., *You mean...?/So what you're saying is...?*)
 - repetition, rephrasing, expansion, reduction, confirmation, rejection, repair
- ### Comprehension checks
- whether the interlocutor can follow you (e.g., *Am I making sense?*)
 - whether what you said was correct or grammatical (e.g., *Can I/you say that?*)
 - whether the interlocutor is listening (e.g., on the phone: *Are you still there?*)
 - whether the interlocutor can hear you